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Description automatically generated History Term Autumn 1.1**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Personal History**  **Intent:**  Children to share information about themselves, their families and their experiences.  **Sequence of lesson:**  -Can I talk about my immediate family, my family structure, my home and some other relatives?  - Can I compare and contrast houses from the past and explore how they were made?  - Can I learn and talk about who help/helped us in our community and be thankful for those roles?  -Can I learn what makes Cornwall special? | **Personal History**  **Intent:** Children to learn about what their past is and how this is important when learning about themselves  **Sequence of lessons**  1, What is my history? To develop an understanding of personal chronology?  2, How can I find out more about myself?  To learn more about my history.  3, How are special events remembered?  To explore how we remember events.  4, What was it like for children in the past?  To find out what childhood was like for our parents and grandparents.  **5:** What have I learnt about childhood in the past?  To compare childhood now with childhood in the past.  6, How am I making history?  To identify that some things change and some things stay the same. | **Ancient Egypt**  **Intent:** To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time.  **Sequence of lessons:**  1. The Importance of Howard Carter’s discovery.  2. How did the Ancient Egyptians live?  3. How did Ancient Egypt change over time?  4. What did Ancient Egyptians believe?  5. What did Ancient Egyptians believe about death?  6. How did the Ancient Egytians write? | **Ancient Egypt**  **Intent:** To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time.  **Sequence of lessons:**  1. The Importance of Howard Carter’s discovery.  2. How did the Ancient Egyptians live?  3. How did Ancient Egypt change over time?  4. What did Ancient Egyptians believe?  5. What did Ancient Egyptians believe about death?  6. How did the Ancient Egytians write? | **Ancient Egypt**  **Intent:** To identify location and origin in settlements around the Nile. Know how the power structures (pharaohs, the double crown) were linked to the geography of Egypt. Understand how Ancient Egypt changed over time.  **Sequence of lessons:**  1. The Importance of Howard Carter’s discovery.  2. How did the Ancient Egyptians live?  3. How did Ancient Egypt change over time?  4. What did Ancient Egyptians believe?  5. What did Ancient Egyptians believe about death?  6. How did the Ancient Egytians write? | **World War Two**  **Intent:** Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people’s lives; and evaluating the effectiveness of primary sources.  **Sequence of lessons:**  Why did Britain go to war in 1939?  Who won the Battle of Britain?  What do sources tell us about the Blitz?  What was evacuation like for children? (Part 1)  What impact did WW11 have on women’s lives?  Why did people migrate to Britain during and after World War 2? |
| **Key Vocabulary:**  Family, home, relatives, childhood  Same, different, memory, significant, community, role, help, special, past, now, present | **Key Vocabulary:**  Celebrate, celebration  Change, childhood  Different, event  Family. future  Grandparent, lifetime  living memory  memory, now  present, past  remember, significant  similar, time capsule  timeline | **Key Vocabulary:** archaeologist, excavate, tomb, pharoah, hieroglyphics, civilization, papyrus, cartouche, embalm | **Key Vocabulary:** archaeologist, excavate, tomb, pharoah, hieroglyphics, civilization, papyrus, cartouche, embalm | **Key Vocabulary:** archaeologist, excavate, tomb, pharoah, hieroglyphics, civilization, papyrus, cartouche, embalm | **Key Vocabulary:** accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability |
| **Impact**  Children can use the key vocabulary and describe who is in their family. Children can use role play activities to reflect on and act out real life experiences both in their families, in the past and recreating roles of people who have helped in our community. | **Impact**  Children will recognise similarity and a difference between childhood now and in the past.  Children can use key vocabulary to compare the present, the past and possible changes in the future.  Children will beginning to understand chronology | **Impact:**  Children can describe change/continuity in Ancient Egypt | **Impact:**  Children can describe change/continuity in Ancient Egypt | **Impact:**  Children can describe change/continuity in Ancient Egypt | **Impact**  Children can describe the key events, leaders and countries involved in WW11, whilst also recognising how evacuees would’ve felt. |